DOCUMENT RESUME

ED 120 989 95 EA 008 165

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TITLE Self-Instructional Module on Time Utilization. D-1 Revising Existing Structures, Document No. 10g, Revised. Independent Study Training Material for Professional Supervisory Competencies.
INSTITUTION Texas Education Agency, Austin.; Texas Univ., Austin. Dept. of Educational Administration.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 75
NOTE 54p.; Related documents are EC 082 599-607, EA 008 159, and EA 008 161-166

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS *Administrative Principles; Elementary Secondary Education; Management Education; *Management Systems; *Models; *Performance Based Education; Supervisors; *Supervisory Activities; *Supervisory Training; Time
IDENTIFIERS Lakein ABC Priorities Model; Oncken and Wass Monkey Management Model; SEST; *Special Education Supervisor Training Project; Webber Time Management Model

ABSTRACT

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet deals with the study and practice of time utilization as it relates to the supervisor; users of the packet have the opportunity to review and practice using three different time-management models. Upon completion of the packet, users should be sensitized to the effective use of time, be able to prioritize activities in terms of maximum gains, and be able to analyze, plan, and implement effective time-utilization strategies. Section 1 contains a series of exercises designed to pretest users' initial utilization of time and to introduce several techniques of time management. Sections 2, 3, and 4 present three different time-management models and accompanying exercises; the models include Webber's Time Management Model, Lakein's ABC Priorities Model, and the Oncken and Wass Monkey Management Model. Included at the end of the packet are a series of posttests designed to reinforce various time-management techniques and to assess users' understanding of time-management concepts. (JG)

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Independent Study Training Material

For

Professional Supervisory Competencies

Document #10g

SELF-INSTRUCTIONAL MODULE ON TIME UTILIZATION

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With Revisions by Jim Sanders

D-1 Revising Existing Structures

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas at Austin
1975

EA 008 165

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PREFACE

The learning packets developed by the Special Education Supervisor Training Project (SEST) at the University of Texas at Austin are competency-guided training materials keyed to selected critical competencies for professional supervisory personnel in school leadership positions. A series of ten packets, each dealing with one of twenty-four critical competencies, has been developed. A list of the items available in the series appears on the last page of this document. These packets were developed locally to meet the need for independent study material to supplement formal training and field experiences in a professional preparation program.

This learning packet is intended for inclusion in a learning laboratory containing packets and many other types of materials for use in independent study. The equipment necessary to use those materials, as well as work space, is provided in the Learning Lab to assist users in choosing material and working through it at their own pace. A complete directory of material in the Learning Lab at the University of Texas Department of Educational Administration has been published by the SEST Project under the title, A Directory of Competency-Guided Supervisory Training Materials for Independent Study.

The learning packets have undergone extensive evaluation and revision through the coordinated efforts of several people. Corine Martinez

served as compiler and editor of the series. SEST students and research assistants involved in packet evaluations were Gwen Carter, Patricia Griner, Laurie Hunt, Mary Miller, Pat Miller, and Eliseo Ruiz. Final revisions on the packets were made by Ellen Victory Bell, Gwen Carter, Sharon Guajardo, and Jim Sanders.

Appreciation is expressed to all those who devoted time to the development of various learning packets: Carol Clark (Giesecke), Joan DeLuca, Stuart DeLuca, Jane Duckett, Pat Miller, and Drs. Ben Harris Billie Grace Herring, John D. King, Kenneth McIntyre, and Darryl R. Townsend.

The University of Texas at Austin

Ben M. Harris
John D. King
Project Co-Directors

DIRECTIONS

1. Read the Introduction, Description of Situation and Task Assignment, pages 3-5.
2. For the Diagnostic Pre-Test section, read page 6.
3. Proceed with Webber's Time Awareness Exercise in Appendix A. Work through the five tests.
4. Read Scenario (1) page 7, and complete the response work sheet, Appendix B.
5. Read Scenario (2), page 8, and complete the response work sheet, Appendix C.
6. Compare the two work sheets as directed in Appendix C.
7. Read the directions given for Self-Accounting of Time Exercise, page 9.
8. Prepare the Self-Accounting of Time Work Sheet, Appendix D, as directed. Hold this sheet for use in the Post-test section.
9. Take the Pre-Test, Appendix E. Check your answers.
10. Read pages 11-13, Webber's Time Management Model.
11. Examine Figure I, Page 14.
12. Read directions for Webber's Time Exercise 1 on page 15 and complete the Webber Time Exercise I, Appendix F. Check your answers.
13. Complete Webber Time Exercise II, Appendix G.
14. Read Lakein's ABC Priorities Model, pages 17-20.
15. Examine Figure II, page 21.
16. Complete Lakein Exercise I, Appendix H. Check your answers with the suggested priority list, realizing that priorities are personal.
17. Using your own paper, follow directions for the Lifetime Goals exercise, page 23.
18. Read pages 24-25, Oncken-Wass Monkey Management Model.
19. Examine Figure III, page 26.
20. Complete the Oncken-Wass Exercises, page 27, as directed using the work sheet given in Appendix I. Check your answers.
21. Using work sheet provided, complete Post-Test I, Appendix J. Check your answers.
22. Using the Self-Accounting of Time chart prepared in the Diagnostic section, Appendix D, complete the chart following the directions on page 30, Post-Test II, Appendix J.
23. Read the Summary Statement of Principles, page 31.

OVERVIEW

Competency:

Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

Objectives:

Upon completion of this module, the student will:

(1) be sensitized to time and its effective use.

(2) be able to prioritize activities in terms of maximum gains.

(3) be familiar with three models for managing time.

(4) be able to analyze demands, plan effective utilization strategies and implement plan.

Evaluation:

Within this module provisions have been made for the inclusion of both a pre-test and a post-test evaluation component. Section I is a series of exercises designed to evaluate the participant's present utilization of time and to sensitize the participant to several techniques of time management. Included at the end of the module are a series of post-tests designed to reinforce various techniques of effective time management advocated and provide the participant with feedback as to his/her understanding of concepts developed.

Of critical importance in the evaluation component is the interaction of academic technique with personal preference and predisposition. Participants are encouraged to project their own bias as to time management and are provided with criterion for measuring and improving the effectiveness of their own management techniques.

INTRODUCTION

This training module is structured as a self-paced unit whose use will facilitate participants gaining competency in the time utilization component of planning for reviewing existing structures.

If it's true that the work and effort of a supervisor of instruction involves the assessment of needs, planning, implementation and evaluation, then it follows that this effort--whether directed toward the needs of the regular classroom teacher or toward a special instructional unit--requires specific units of time. Time and its utilization, then, demand study as a resource for the supervisor. Therefore, this module is developed to allow the supervisor, in training or in an in-service setting, to become sensitized to time and to its effective use.

One hears frequently that particular tasks are not accomplished, even though considered important, simply because there has not been enough time. Alan Lakein states that "there is always enough time for the important things." He suggests that if the task is considered important enough, the individual will make time available to accomplish it.

Lakein speaks directly to the issue of prioritizing tasks in order to decide which among them is important enough to set aside the necessary time. He believes that an individual can be taught a sensitivity for time in relationship to the way in which he classifies tasks along a continuum of importance. The authors of this module have observed that the notion of prioritizing in order to assign appropriate amounts of time is not a part of the standard curriculum.

The study of time, therefore, is particularly essential for supervisors because their jobs necessarily involve more than they can do. The demands on time and the confusion and pressures which come from misuse of it bear consideration in a training program.

This module is devoted to a study and practice of time utilization as it relates to the supervisor. The student of this module will have an opportunity to review several models for managing time and to practice utilizing them in a self-study context.

Literature concerning time, and its control from such academic areas as business management, administration, philosophy, psychology, and sociology has been reviewed. Current research in the field of education has not attended to this issue as related to classroom personnel or supervisors in in-service or preservice training. Time is the one critical and constant resource. The only way to increase it is to manipulate the time available to each of us. Through the tasks and exercises presented in the module, it is hoped that trainees will be able to analyze the demands to plan effective utilization of their time, and to implement that plan.

DESCRIPTION OF SITUATION AND TASK ASSIGNMENT

Description of Situation:

Assume that you are the Special Education Instructional Supervisor in Littletown Independent School District. You hold a Master's Degree, are certified in supervision and administration, have three or more years teaching experience and are working under a one-year, continuing contract for a teacher's salary plus $2,000.

This school district is located in a suburb of a major city. The population is approximately 300,000 people, and it is essentially a bedroom community for the major city. The economic index covers a range from low middle SES through high middle SES. The population has been growing at a rate in excess of 15% for the last 5 years. Spanish surnames constitute 15% of the population, 10% of the population are black, and the remaining 75% are Anglo.

As the supervisor, you are expected to provide instructional leadership to approximately 24 special education teachers housed in seven elementary schools. You will also work closely with other supportive personnel, principals, and regular classroom teachers to coordinate efforts in planning suitable instructional arrangements for children receiving special education services. Your responsibilities are to:

1. Provide coordination and consultation to principals and special education teachers relative to meeting the needs of special education students through:
   a. in-service and staff development activities
   b. instructional delivery systems (methods and arrangements)
   c. selection and use of appropriate instructional materials
   d. instructional reports (forms-schedules, educational plans, etc.)
   e. curriculum development
   f. parent conferences
   g. utilization and coordination of support services

2. Make on-site visits to classrooms with teacher conferences following the visit or upon request

3. Serve as consultant and participant in local school review committee meetings

4. Function as essential member of local Admission, Review and Dismissal Committee

5. Make recommendations in regard to placement of special education students

6. Make recommendations to the Administrator of Special Education regarding special education units and teacher placement

7. Communicate with regular instructional coordinators concerning meeting the needs of special education students in regular instructional programs

8. Community-school involvement upon request

9. Assist in formulation of district goals and objectives for special education

10. Assist in the development and evaluation of staffing plans for special education

11. Collect data to be utilized in program evaluations

Reporting Relationships: The Special Education Supervisor will be directly responsible to the Administrator of Special Education.

Description of Task Assignment:

The first section of the module provides the participant with some feedback as to his/her conceptualization of time and requires that the participant focus on his/her ability to utilize and more specifically account for the way in which he/she is currently spending time during the working day. The next three sections of the module present the participant with three models for managing time: from Webber's highly structured and detailed model, through Lakein's control-oriented model, concluding with Oncken and Wass' model which concerns itself with control of time imposed by the organization or subordinates. A scenario is included with each model and the participant is expected to perceive and manipulate the time problem inherent in the scenario. In the final section of this module, the participant is expected to read and work through a series of self-study posttests involving multiple-choice questions, scenarios and self-accounting of time.

Section I

DIAGNOSTIC PRE-TESTS

Time is not the same for everyone: The purpose of the pre-test is to give the user of the module an opportunity to explore his own perceptions and conceptions of time. It has been suggested that time, like projection, comes from one's own unique lifetime experiences and enculturation and therefore has a personal meaning for each individual. Therefore this section of the module is diagnostic in nature and will lead the participant to an understanding of his own unique perspective of time. Webber notes that time seems to have special meaning for those attracted to managerial careers, and the authors perceive the role of supervisor as a managerial level position. Recognize that different techniques work for different people. Consider how you function best and relate the suggestions of this module to get your most effective style. The important problem is for you to learn to separate and identify tasks that matter from those that don't within your particular context. Above all, in Lakein's terms, learn how to work smarter, not harder.

Begin Webber's "Time Awareness Exercise," Appendix A and then turn back to Scenario (1), page 7. Continue until you have completed Section I, including response sheets (3) and the pre-test.

SCENARIO (1)

It is 11:00 a.m. on Thursday, November 14. You are seated at your desk looking at a catalogue from the 3M Corporation when the phone rings. Ray Carlson, the principal of Filmore Elementary is calling to report that the parents of Mary Stewart, a child in the resource room, are in his building and are very upset. The Stewarts are demanding that Mary be taken out of the resource room.

Mary Stewart is a 12-year-old girl who is hyperactive and disruptive. Her resource teacher, Tom Blanton, uses a "time out" room (reality room) to help her calm down when she gets out of control. Mrs. Stewart reports that Mary "hates" the time out room and comes home in hysterics when she has to stay in the room. Also, she says she has talked to Mr. Blanton repeatedly about the way Mary feels, and he continues to make Mary stay in the room.

The Stewarts have told Mr. Carlson that they have had enough of seeing their daughter treated so cruelly. They are taking their problem to the Association for Children with Learning Disabilities if they don't get immediate satisfaction.

Mr. Carlson is asking for your assistance in working with the parents. You remember that you had suggested the use of time outs to Mr. Blanton.

As the instructional supervisor, how would you deal with this problem? Please list specific actions you would take on the response sheet provided for you in Appendix B.

SCENARIO (2)

It is 11:00 a.m. on Thursday, November 14. You are seated at your desk making last minute plans for an in-service scheduled for 2:30 p.m. today. Specifically you are constructing a reactionnaire to be used at the close of the meeting. Just two days ago the Administrator of Special Education had requested that supervisors employ some method to evaluate the success of in-service meetings. The reactionnaire is almost completed, and you are sure you can have it ready to be copied in 15-20 minutes. It's a good thing, because you have a luncheon meeting scheduled for 11:30 with a group of people who are interested in developing a volunteer program for the special education classes in Littletown. You want to be sure you can arrive and begin on time because at 1:00 there is an admission-review-&-dismissal meeting at Brookshire Elementary. It is imperative that you are present because two students are being considered for placement in special education. The meeting could have been scheduled for tomorrow, but you are leaving this evening at 5:00 for Big City with a group to attend the state supervisor's association convention. You have a part in a task force report on curriculum concerns in the state. You will return to the job on Monday. The phone rings.

Ray Carlson, the principal of Filmore Elementary is calling to report that the parents of Mary Stewart, a child in the resource room, are in his building and are very upset. The Stewarts are demanding that Mary be taken out of the resource room.

Mary Stewart is a 12-year-old girl who is hyperactive and exhibits disruptive behavior. Her resource teacher, Tom Blanton, uses a "time out" room (reality room) to help her calm down when she gets out of control. Mrs. Stewart reports that Mary "hates" the time out room and comes home in hysterics when she has to stay in the room. Also she says she has talked to Mr. Blanton repeatedly about the way Mary feels, and he continues to make Mary stay in the room.

The Stewarts have told Mr. Carlson that they have had enough of seeing their daughter treated so cruelly. They are taking their problem to the Association for Children with Learning Disabilities if they don't get immediate satisfaction.

Mr. Carlson is asking for your assistance in working with the parents. You remember that you had suggested the use of time outs to Mr. Blanton. The local ACLD meeting is this afternoon at 3:00 p.m.

Now how would you analyze the problem? Turn to Appendix C and list specific actions you would take, and note the time involved for each activity.

SELF-ACCOUNTING OF TIME EXERCISE

Directions: In order to make this module as personal and meaningful to you as possible, you will now outline your activities of yesterday in 15-minute segments. Begin the segments from the time you get up in the morning through the entirety of your day. Make the statements as brief and concise as possible. Examples of the descriptions for the 15-minute segments would be:

1. 8:00-8:15 a.m.--Arrived at the office and began looking over current mail and telephone calls

2. 8:15-8:30 a.m.--Disposed of several pieces of mail and answered one phone call on personal business

3. 8:30-8:45 a.m.--Interruption by supervisor of elementary music programs wanting to discuss Christmas music programs

4. 8:45-9:00 a.m.--Returned to current mail and considered three telephone messages from elementary principals

It is suggested that you have another person review the 15-minute breakdown and classify each segment in two simple categories: Self-imposed (proactive) time demands, and Others-imposed (reactive) time demands. An example of a Self-imposed time demand would be reading a current journal article. An example of an Other-imposed time demand would be an incoming telephone message.

Use Appendix D for this activity. Fill in only the first three columns (Activity, Reactive Task, Proactive Task) on the Response Sheet. The other columns will be used in a post-test.

You have now completed all the activities in Section I.

Before beginning on Section II please turn to Appendix E and take the Pre-test.

Section II

WEBBER'S TIME MANAGEMENT MODEL

The typical person in a management position works longer hours than any other nonfarm occupational group. Webber (1972) states that 60% to 90% of that time is spent in verbal communication, most of which is initiated by others and usually subordinates. Although there is always a need for flexibility in scheduling because of different working styles, it appears that all supervisors should give careful consideration to the management and control of their time.

There are many symptoms of time waste which must be recognized, although they are not the actual causes of wasting time. One of the actual causes is too much job. The supervisor is overwhelmed by the variety, quantity, and urgency of demands. This results in stepped up communication to subordinates with more but shorter interactions, progressive withdrawal and cutting down on informal contacts, increase in one-way communication, and reduced social conversation. These all lead to communication disturbances and ultimately to poorer use of time.

The opposite problem of too much job is an inadequate job, too much time and not enough demands. This is in conflict with the high-achieving personality type so often associated with management jobs. Some consequences are creating conflict unnecessarily, overreacting with inappropriate attention to format and mechanics of reports, unnecessary reorganization and excessive meetings.

Too much secrecy is another actual time waster. Although time is wasted in search of information, members of an organization may withhold needed information to keep control. Excessive fear and organizational paranoia are closely related to the problem of too much secrecy. Because of the fear of losing status, people spend a lot of their time promoting themselves. An example of this is the practice of feeling compelled to make some sort of statement in a meeting to show knowledge and interest--whether it adds to the meeting or not.

Intolerance of ambiguity is another enemy of good use of time. People prefer acts that have measurable results and spend too much time on small routine tasks. The large unfamiliar ones are avoided.

Webber describes several methods for improving time utilization and efficiency. (See Figure I). One of these is segmentation. This is the process of separating response time from discretionary time. Response time is job-imposed and fixed. It involves all the time the person spends responding to events and people--their requests, demands, and problems. It includes all the tasks initiated by other people in the organization. Most of the supervisor's time will be response time.

The rest of the time can be termed discretionary. Drucker suggests only about 25% of management time is discretionary or controllable, and some supervisors rarely have any.

One of the techniques for expanding controllable or discretionary time is insulation. This is a method to buffer or protect persons from organizational demands. The secretary is usually the person who buffers, which involves practices such as the scanning and sorting of incoming communication and redirecting communication. Insulation can also involve such practices as taking calls only at certain times during the day or shutting down the switchboard for a certain period of time during the day. There are some disadvantages to buffering. Misjudgment or incompetence may prevent important matters from reaching the supervisor. Indiscriminate use of these buffering techniques may result in dysfunctional isolation from the organization.

Functional isolation is another method of expanding discretionary time. Some examples would be working at home for a certain amount of time each week, utilizing travel time, closing the office door, or moving temporarily to an unused room. One should remember that a supervisor should be out of touch for only a short period of time.

One important principle for increasing discretionary time is that of delegation. The following questions can be asked: (1) What do I do that doesn't need to be done by anyone? (2) What can be handled as well by others? The supervisor should remember that it is still necessary to supervise, monitor and correct. Delegation requires more total time of the organization. Guidelines for delegation include:

1. The supervisor should retain activities in which he enjoys the greatest comparative advantage.
2. He should retain activities concerned with change, and delegate routine functions.
3. He should retain discretionary activities and delegate uncontrollable response activities.
4. There are degrees of delegation.

Simplification involves the analysis of job tasks in terms of motion and time needs and the selection of the most efficient methods for accomplishing the tasks. One process is grouping outgoing communication--both written and telephone. Handling correspondence only once is another example of simplification. Whenever possible, the supervisor should respond immediately instead of having a pending file. Delaying responses to most communication does not insure greater effectiveness. Sometimes it is prudent to use written memos instead of conversations. The following questions can help the supervisor select the most appropriate mode of communication:

1. Does the supervisor wish input about the communication?
2. Does the supervisor wish to socialize?
3. Does the supervisor wish to make himself available so it is easier for the other party to provide feedback or to raise other issues?

After increasing discretionary time as much as possible, there are techniques the supervisor can employ to make the best use of time. One practice is that of concentration. One should clearly define and limit the job, its objectives and strategies. The supervisor should undertake only those activities which are actually relevant to the job. Setting priorities is necessary for concentrating effort on critical tasks. Some guidelines for setting priorities include:

1. Choose activities you do best.
2. Let results guide the work; ask yourself what will be the results of the task.
3. Choose a few major areas where superior performance will produce outstanding and lasting results.

Three more criteria for judging pricrities are:

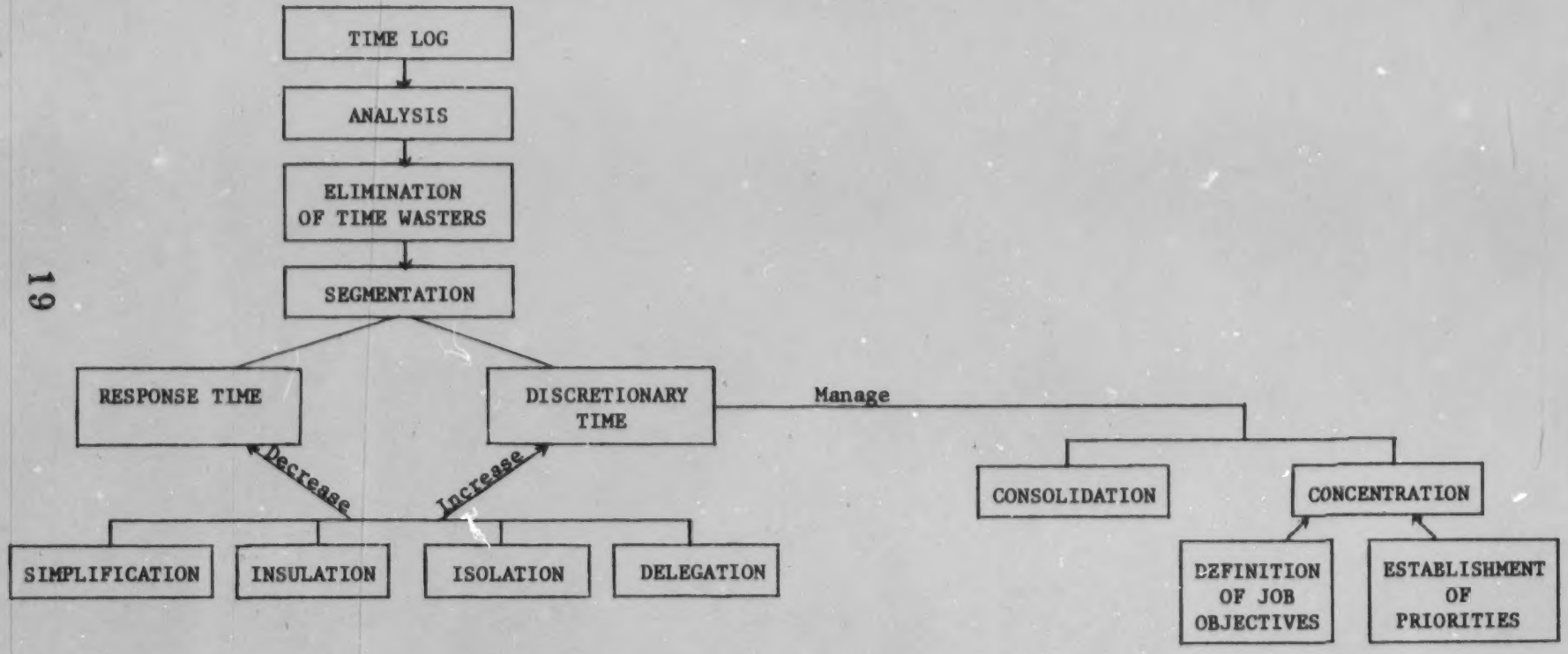
1. Order of arrival. This is the weakest way, but the most democratic.
2. Urgency. There is danger in this. The supervisor becomes reactive and can lose control. It's easy to fall into the trap of trying to take care of the quick jobs first. This way you never get to the big ones.
3. Contribution. What will be the returns for the organization?

No supervisor can or should manage all of his time. Response time is not necessarily wasted; it can be very effective in contributing to the organization. One should be careful that he isn't organizing the time in his own interest rather than that of the organization's. There are several methods that would be helpful in developing responsiveness:

1. Mentally separating response time and discretionary time helps to maintain responsiveness.
2. Strive to project an unrushed image.
3. Remember a negative response deserves more explanation than a positive response.
4. Spend more time in one-to-one conversation than in meetings or correspondence.
5. By attempting to control much staff time, reducing response time and lessening other's autonomy, some supervisors may structure the organization to reduce ambiguity and threat, but at the cost of creative and flexible performance. This is efficiency that wastes the time of others.

Figure I

Webber's Time Management Plan



WEBBER'S TIME EXERCISE I

As you enter the office at 8:05 a.m. on Monday, November 5, the secretary reports that you have a telephone message. The Principal from Lincoln Elementary is calling to request your presence at a meeting that afternoon at 3:00. Three teachers on the resource team wish to work out some conflicts that have been developing between them.

The following items are placed in your in-basket while you're on the telephone:

1. A phone call from the Brentwood P.T.A. asking you to give a talk on the new state comprehensive special education plan on November 6. (The planned speaker is ill.)
2. A memo from the Administrator of Special Education asking for your thoughts on his proposed selection process for resource teachers.
3. A letter inviting you to a materials demonstration put on by the Distar Company on November 12. RSVP is requested. The primary units are considering the Distar reading programs.
4. A phone call from a parent who wants you to explain why her child is reading Sullivan readers.
5. A note from a teacher requesting materials from intermediate math.
6. Request from Special Education Administrator for progress report on January in-service program.
7. Call from resource teacher regarding suspension of one of the special education students.
8. Note from another supervisor about setting a time to plan the January in-service program.

You look at your calendar and see you have the following activities scheduled for the day:

1. 9:00-10:30--Staff meeting
2. 11:00-11:30--Meeting with MCP Personnel to determine for in-service on classroom management
3. 2:45-4:00--Meeting with resource teachers at Brentwood to plan an in-service on teacher-made materials

You are also determined to work on a pet project of yours concerning the development of a modified math skill hierarchy for slow learners.

Now use the principles of Webber's time management model to describe and justify the schedule presented in Appendix F.

After completion of Webber's Time Exercise I, continue with Webber's Time Exercise II, Appendix G.

Section III

LAKEIN'S ABC PRIORITIES MODEL

Lakein makes the point that he is an "effectiveness expert" rather than an efficiency expert. He differentiates by saying that effectiveness means selecting the best task to do from all the possibilities available. Making the right choices about how you use your time is more important than doing efficiently whatever job needs to be done. There is no such thing as a lack of time but rather an injudicious use of time to expressed advantage.

Control is a key concept in the time model of Lakein. However, the kind of control he suggests is such that allows the maximum amount of flexibility and spontaneity in your efforts to accomplish tasks. The Lakein model is characterized by its lack of rigidity, automation or mechanistic approach to the utilization of time. Its major focus concentrates on removing internal and external restraints. Lakein perceives time as highly personal and individual. The individual must decide and separate the tasks which matter from those which do not. In his vernacular, the model will show how one can "work smarter not harder." Frequently the individual feels at the mercy of the uncontrollable elements of his work situation and environment. All time models are designed to sensitize the individual to utilization of time in such a way that he learns to improvise, amend, and rearrange the elements of his work to suit his individual personality and the goals of his job. (See Figure II).

Control starts with planning which, according to Lakein, most people do haphazardly or only when forced. Lakein states the kind of planning and decision making that results in the control of activities clearly involves hard work, consistent practice, and recognition of the criteria used in setting priorities.

Lakein's attitude toward analysis of time spent differs from that of most theorists. To chart a minute-by-minute account of ineffective activities is usually a waste of time. Such close examination of your schedule may be helpful when trying to diagnose specific problem activities, but this would be only after consistent use of ABC prioritizing. Rather than wasting more time with the ill-planned past, control begins with establishing which tasks are most valuable based on the assessment needs now.

In all planning, you first make a list. All items will not be of equal value to you or your employers or your subordinates, so you must then set priorities. No list is complete without this second step.

Label each item on your list: A--for those items which have value; B--for those items which have medium value; and C--for those with low value. As you practice the daily evaluation of the significance of your tasks, real values will soon emerge. The following points should be kept in mind:

1. Items marked A should be those that yield the most value. You get the most out of your time by concentrating on the A's first, saving the B's and C's for less creative times. Taking account of the time of day and the urgency of the items, you can break them down into A-1, A-2, A-3, items.

2. The ABC's are relative, depending on your point of view. If you are not satisfied with the outcomes, you need to improve your ability to focus on what you consider important.

3. The ABC's are also relative depending on what's on your list. The A's should be the attention-getters on your list.

4. ABC's may change over time. Today's A may become tomorrow's C's, so priorities must be set continually, considering the best use of your time <u>now</u>.

5. ABC's may vary further, depending on the amount of time you decide to invest in a particular project.

Obviously, it's not worthwhile to make an extensive effort on a task of little value, but without setting priorities, the low value tasks may take disproportionate time. Only good planning will reap maximum benefits from minimum time investments. It is less important to finish your list every day than it is to set priorities so that only those most important items are given time.

The most important tool you have for controlling your time is scheduling--not only the things you <u>must</u> do, but also the things you <u>want</u> to do--your A priorities. There is always enough time for the important things when they are identified. Effective scheduling is loose scheduling. Flexibility is needed to accommodate unexpected crises and opportunities. Uncommitted time should be reserved each day, and tasks should be paced in terms of intensity. In Lakein's opinion, nothing is a total waste of time, including doing nothing at times. Learning to use moments of relaxation allows for renewal and increased effectiveness. Transition times--such as getting ready for the day, driving, or waiting for appointments--may be used for personal priorities. Desk-neatening and turning to routine tasks can provide more <u>temporary</u> satisfaction than attempting an important but perhaps frustrating high-value task.

Handle each piece of paper--incoming or outgoing--only once. If that is not possible, each time you handle the paper, do something to move forward with the project. Even a small step toward completion of a high priority task has value.

Sometimes the way you use time is bound to make others unhappy. Everyone needs attention and it may be necessary to set priorities on the time spent with various people. Learning to say "No" is critical, especially learning to say it with courtesy, promptness and enough conviction to make it stick.

The repeated asking of Lakein's Question, "What is the best use of my time right now?" is recommended. This tool for time control may be used quickly and spontaneously as many times a day as needed. Prioritized lists protect the content and Lakein's Question protects the timing.

A good plan--one that seems to feel right in every way--leads to action simply because it is available, but sometimes even good plans don't work. Procrastination is one of the major stumbling blocks to the accomplishment of goals. Procrastination can control your time. Under some conditions, putting off work on your A-1 task can be wise--if your priorities have shifted, or if you find unforeseen consequences of your plan. If you don't follow through on an A-1 because the plan is not current or valid, your delay is not due to procrastination, but to the need for flexibility and adaptibility.

Procrastination is finding that even with a good A-1 activity which is valid and current, you are spending your available minutes on other goals--even some you know are not worth doing. People procrastinate most on goals that are either overwhelming or unpleasant. People put off doing an overwhelming task because it is too complex or time-consuming. Unpleasant tasks may be manageable, but because of certain emotional associations, you're eager to avoid them. These categories are not mutually exclusive--all the more reason to look closely at your resistance.

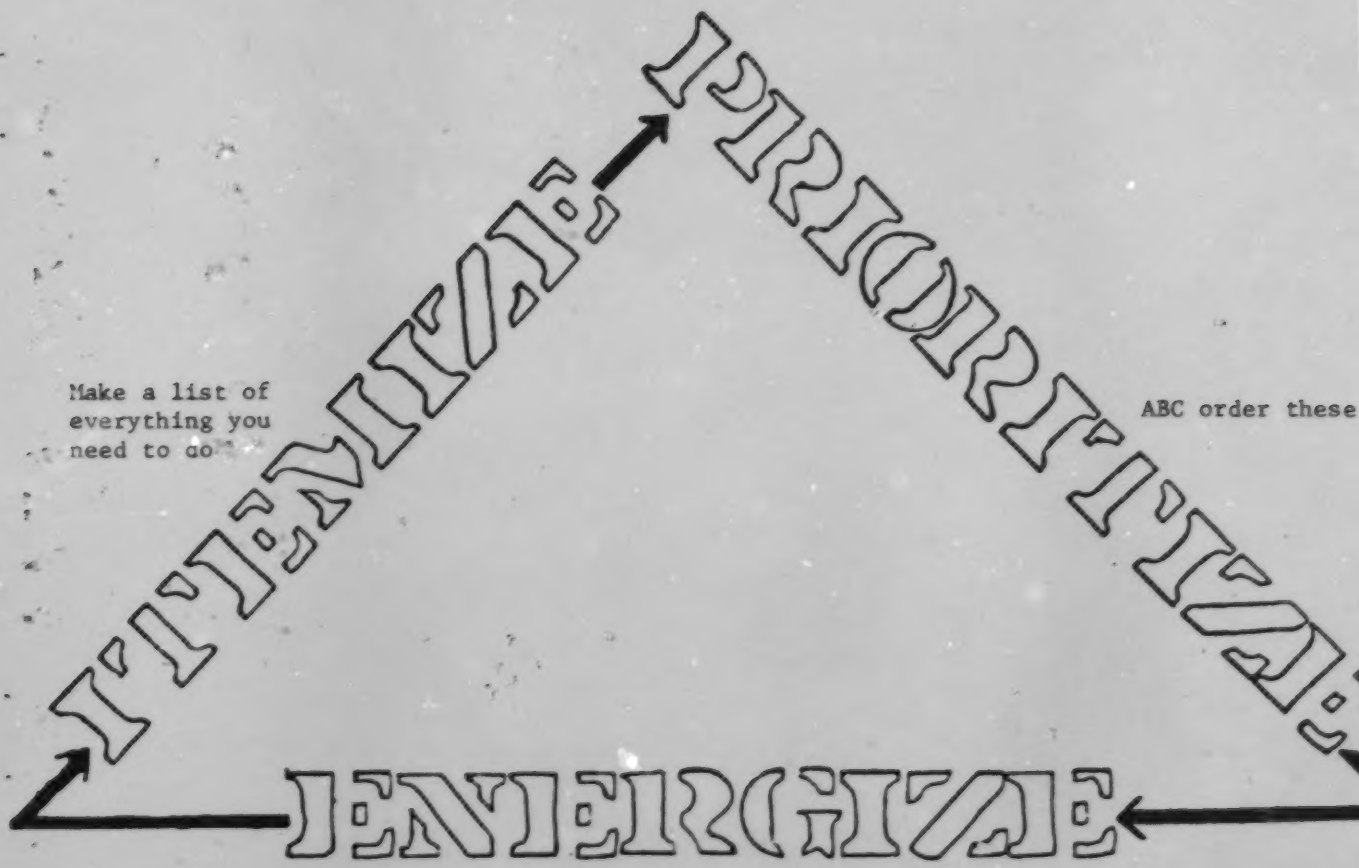
If you have only a few minutes and choose a C activity rather than begin the difficult A-1, you are procrastinating. You are avoiding what is most important. The key to getting the overwhelming activity under control is to get started. Big blocks of time are a rarity. When the A-1 task is identified, set a list of instant tasks--those easily started and finished--which are in some way connected with the A-1. Chances are that your first starts with the instant tasks--like a preliminary phone call--may not succeed. Don't let yourself feel satisfied with the effort--it is nothing more than a convenient excuse for further procrastination. Be satisfied with nothing less than involvement.

To find the instant tasks that help you get started, Lakein suggests the need for more detailed planning. More detailed information may be required. One may have difficulty getting involved in his projects because he is not emotionally prepared for it. Do not avoid the emotional need, and try to identify a way of meeting it that is in some way connected with the goal. Procrastination can be broken only by doing something--regardless of value--which is related to the project. Once involved, your sense of priorities will lead you eventually to do more productive work on the project, but if you turn to some other activity, you've given yourself no chance to become involved.

If Lakein's techniques for ending procrastination are unsuccessful, he suggests a closer look at three areas: fear of inability or making a mistake, this must be faced directly; delay--the penalities of decisions reach a point of no return; stressing the benefits--find some aspect of the task that provides a counterbalance for the unpleasantness. There are many ways of escaping, what you are doing when you avoid involvement with what is identified as most important to you. The most common escapes are indulging yourself--socializing, reading, doing small tasks yourself, being compulsive, running away, daydreaming, or watching T.V. None of these are intrinsically harmful unless you allow them to control the time you need for your important tasks. Other escapes are more subtle, like working hard on irrelevant details. Emotional escapes like feeling guilty, or angry, or critical also prevent involvement.

Figure II

Lakein's Model


ITEMIZE:
PRIORITIZE:
ENERGIZE
Make a list of everything you need to do
ABC order these
Select your A-1 task and become involved with it

Now turn to Lakein Exercise I, Appendix H.
Follow instructions provided for you.

LAKEIN EXERCISE II

Life-Time Goals

For this exercise you will need several loose sheets of paper and a watch or clock with a second hand. The exercise will take about 15 minutes. At the top of one sheet write the question "What are my lifetime goals." Take exactly two minutes to list all the descriptors to that question. You may be as general or as specific as you wish, and there is nothing wrong with uncensored fantasies.

After your two minutes, take an additional two or three minutes to make any changes you feel are needed in order to be satisfied with your descriptors.

Now, take the second sheet and at the top write the question "How would I like to spend the next three years?" Again, list your descriptors as quickly as you can for two minutes, and then take another two minutes to think about your responses.

On the third sheet of paper write the following question "If I knew now I would be struck dead by lightening six months from today, how would I live until then?" There is no need to dwell on the philosophical implications of this question, and you may assume that everything relating to your death has been arranged. You have completed your will, bought a cementary lot, and so on. Your answer to this question should concern itself with how you would <u>live</u> these last six months. Take two minutes to list your goals. Then, again, take another two minutes to review them. Those who are happy doing what they are doing now will probably make few changes in their current routine for this six month period.

You may be able to realize that you have more goals than you can possible have time to accomplish. This lack of time creates goal conflicts. Conflicts among various goals on your list need not be disturbing; they can be resolved by setting priorities. You must decide which goals are most important to you at <u>this</u> time.

Go through each of your lists, select the top three goals, and label them A.1, A.2, A.3. Take time to think about these goals, to analyze your list carefully, and to realize that the goals are not permanent. Your goals may change from day to day, but as you become more familiar and comfortable with looking ahead, you will find these goals to be invaluable in keeping your activities focused.

It should be noted that the goals you set are totally individual. No one can tell you if your goals are good or bad. The criteria for judging whether they are effective or not is the way they make you feel and function. The only "answer sheet" possible is your growing and purposeful involvement.

Section IV

ONCKEN AND WASS MONKEY MANAGEMENT MODEL

In any organization the managers' bosses, peers and subordinates--in return for their active support--impose some requirements, just as the supervisor imposes upon them some of his own requirements in exchange for his support. These demands constitute so much of the supervisor's time that successful leadership hinges on his ability to control this "monkey on the back" input effectively. Oncken describes three types of time: (1) Boss-imposed time: this is time in which those activities are accomplished which the boss requires and which the supervisor cannot disregard without direct and swift penalty. (2) System-imposed time: this involves those requests for active support of the supervisor from his peers. This assistance must also be provided or there will be penalties, although not always direct or swift. (3) Self-imposed time: this time refers to things which the supervisor originates or agrees to do himself. A certain portion of this time will be taken by his subordinates and is called subordinate-imposed time. The remaining portion will be his own and is called discretionary time. Self-imposed time is not subject to penalty, since neither the boss nor the system can discipline the supervisor for not doing what they did not know he had intended to do in the first place.

The supervisor generally cannot tamper with boss and system impositions. He must therefore increase his discretionary time by minimizing the subordinate components. (See Figure III).

Oncken describes the concept of problems presented to the supervisor in terms of "monkeys." An example of a monkey can be seen in the following situation. As the supervisor walks down the hall, one of his teachers stops and asks for help in getting materials on State history for slow learners. The supervisor, feeling that it is his job to assist the teacher, agrees to do some research on the problem. When the teacher approached, the monkey--the need for materials--was on her back. When she left, the supervisor had accepted full responsibility for its care and feeding. The supervisor leaves the building in full possession of one monkey.

Very often supervisors are presented with problems for which they do not have sufficient information to make decisions. These are also monkeys, according to Oncken and Wass. If the supervisor says he will think it over and make a decision later, he has definitely acquired another monkey. If the supervisor says "Send me a memo," he has only temporarily alleviated his monkey population. As soon as the memo arrives, he will need to make the decision. This can quickly result in a backlog of monkeys, but one can always hope that the memo will never be written.

Another type of monkey is acquired by saying "Let me know how I can help." Before long the supervisor becomes a bottleneck with many activities and decisions awaiting his action. Before long no activity occurs, and it is definitely the supervisor's fault. Another monkey occurs for the supervisor when he offers to assist in the outlining of others' responsibilities. The supervisor may want to help the new teacher develop educational plans for her class. If the teacher rightfully waits for the supervisor to do this, or to give instructions as to how it is to be done, the educational plans may never be written. It will be the supervisor's fault.

To eliminate the problem of monkey gathering, the supervisor must clearly establish to whom the monkey really belongs and not assume anothers' responsibility. If the supervisor decides to help with a problem, there must be clear, specific differentiation and mutual acceptance of the responsibility she/he will take. Without a mutual decision the supervisor will have no control, and his monkey population will continue to grow.

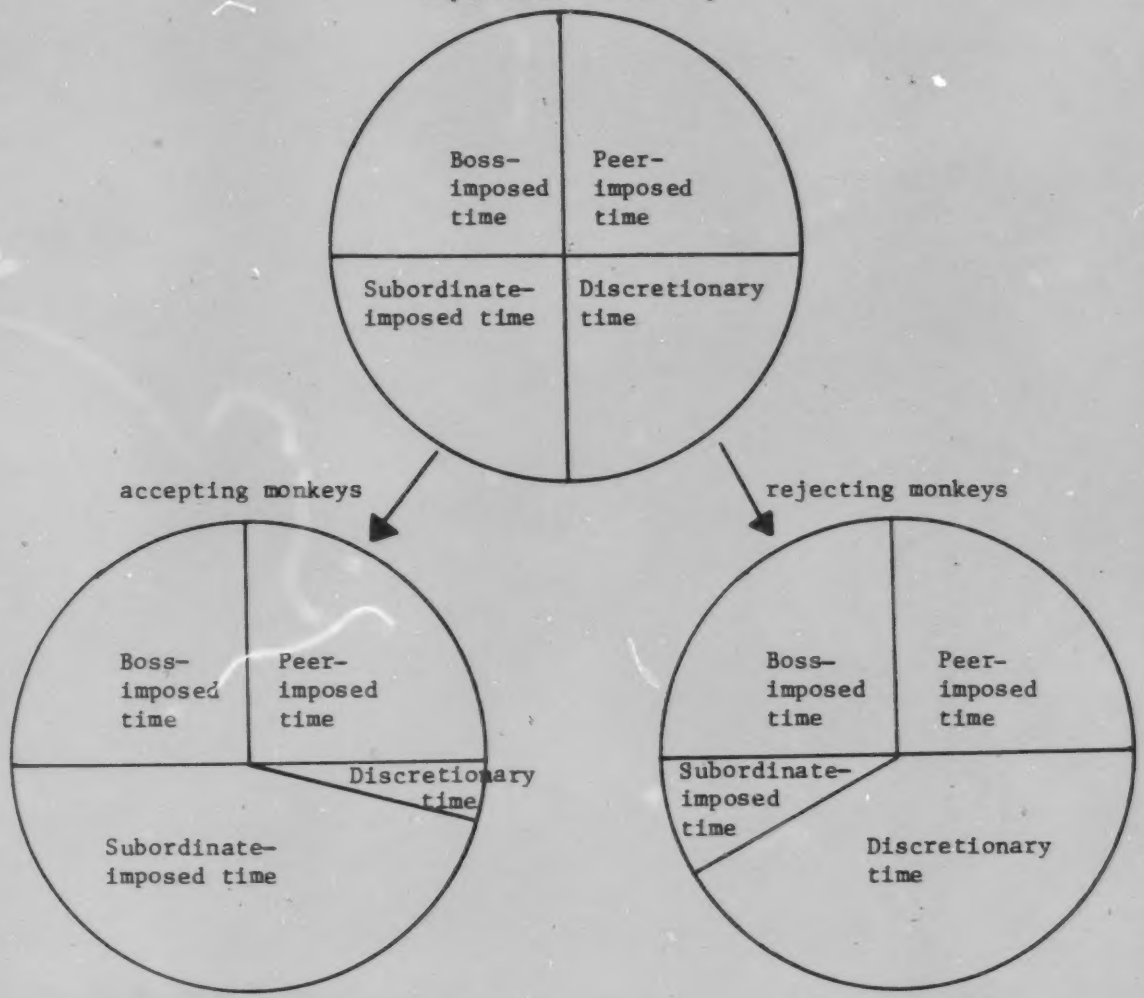
Transferring the intiative to the subordinate and keeping it there is imperative. Before a supervisor can delegate responsibility to his subordinates or teachers, he must see to it that they have and keep the initiative. This requires that monitoring of the initiative, or the delegated responsibility, be done consistently and not left to chance.

However ideal a monkey-free life would be, few of us find it. What is most needed is assistance in caring for those monkeys already thriving within our discretionary time. Oncken and Wass's first rule is to feed them or shoot them; refusing to deal with them at all will result in their starving, but that will not eliminate nagging guilt caused by your neglect. Rule Two dictates careful evaluation of maximum facility for proper care; if you get too many monkeys, nothing can be done effectively. Rule Three requires planning; feed your monkeys by appointment only. When the monkey comes for his appointment, give him a good, attentive feeding, and then be sure he leaves. If he knows he can return at a specific date, he will be more willing to leave. Rule Four cautions about the method of feeding. Monkeys seem to require face-to-face or telephone feedings. Writing memos may make you feel you have done what is needed, but monkeys have a tendency to read things later, and the full impact of the memo may never be digested. Rule Five assists with future control. Assign a specific "next feeding" time--and keep it. Write it down so you don't forget. Discontent and lack of confidence results from breaking mutual agreements.

In conclusion, the way to get control over the time and content of what you do is first to enlarge discretionary time, second to use time to give subordinates initiative and to see that they assume it, and third to thereby develop some control of the timing and content of boss and system-imposed time. Only as discretionary time is increased does the supervisor have opportunity to do the things required by boss and system in terms that are convenient for his particular job and need.

Figure III

Supervisor's Work Day



Supervisor's Work Load:

Seven elementary schools
Three-Four teachers/school } = twenty-four teachers

If 1 monkey = 30 minutes (a minimum expectation) and supervisor acquires 1 monkey/week/teacher 1/2 hour × 24 teachers = 12 hours/week for monkey business!

ONCKEN-WASS EXERCISE

This is your first year as a supervisor and you have not been told about the monkey population in the Littletown Independent School District. Go through the beginning of your day and observe how easily monkeys jump on your back. In Appendix I you will find a response sheet. Briefly describe how you could have avoided catching each monkey.

You arrive at work at 7:55. After looking at the calendar, you see that there is an education planning committee meeting at 10:00 at Washington School. Since Wheatley School is on the way to Washington you decide to look in on all your teachers at the two schools to see how things are going. On checking your In-basket you find a letter from a book salesman and a memo from Suzy Hall, a first-year teacher. Suzy had asked for some ideas for math games and since you hadn't been able to think of any at the time, you told Suzy to send a memo and you would see what could be done. You placed the memo on your desk so you could remember to do something about it after you return to the office. You then leave for Wheatley School.

At Wheatley, after stopping by the office to say hello and let the secretary know you are in the building, you met with Mr. Hull, the principal. He was glad to see you and said that the two resource teachers were having great difficulty with scheduling. You assure him that the matter would be looked into as soon as possible.

Next you visited Mrs. Kennedy's room. Mrs. Kennedy said everything was going very well except that she was short two basals and there were no more in the building. You make a note of that and promise to get the books for her. Before leaving the school you drop by to visit the two resource teachers and they both said that everything was going fine.

On leaving Wheatley you drive to Washington school. There was still about twenty minutes before the meeting, so you planned to see at least two of the four special education teachers. After leaving word with the secretary that you are in the building you walk down to Mr. Johnson's room. He was teaching a lesson on regrouping tens, and it appeared that every student in the room was involved in the same lesson. This was a resource room with children of many levels and you make a note to come back and talk to him about using the Descriptive Observation Record of Individualized Instruction to make an observation in his class.

A last minute visit to Mrs. Matthews revealed that she was having a great deal of trouble with four eleven-year-old boys who came to her for reading at the same time. She needed specific suggestions for some behavior modification techniques. You said that you would look at the boys' folders and try to develop a program. You would have something ready by the first of next week. It was time for the 10:00 a.m. meeting.

POST-TEST I

The authors of this module have attempted to expose, within a usable framework, the problems influencing effective time utilization by professionals. Tools for self-awareness and improvement have been provided, but the habit of effective time usage will be achieved only as the appropriate principles are practiced by you.

The final section of this module is designed to summarize the principles developed herein and to allow you to make systematic application to your own activity.

Please turn to Appendix J and take Post-test I. Check your responses with the answers provided.

POST-TEST II

The authors wish to stress that an on-going analysis of one's use of time is essential as it relates to job objectives and organization goals. Clearly defined job descriptions are needed. In any job, a conscious effort to discourage interruptions and to group similar activities should be made; consciously dividing the work day into time for handling routine tasks, for responding to other members of the organization, and for providing creative time will increase the probability of actually having time for creative work. Prioritizing and dividing large projects into smaller manageable tasks serves to reduce the tendency toward procrastination.

Turn back to the response sheet for the Self-Accounting of Time, Appendix D. Complete the chart in the following manner:

(1) Columns 5-10. Check the column which shows a principle which could possibly be applied to the activity for more efficient use of your time.

(2) Assign an A, B, or C priority to the activity.

(3) Respond yes or no to the question.

After completing the chart, reexamine the activities in which you engaged. Would it be possible for you to use some of Webber's techniques to allow for better use of your time? How much of your time are you spending on low-priority activities? Are you carrying any monkeys on your back?

SUMMARY STATEMENT OF PRINCIPLES

1. Either more job demands than time will allow or not enough job demands for expected work time will result in ineffective use of time.

2. Although withholding selected information maintains control, secrecy wastes time.

3. Organization time is wasted by insecure employers who are involved in self-promoting activities.

4. Ambiguity tolerance is necessary to cope with large and important tasks. Low ambiguity tolerance results in too much time spent on small, routine tasks.

5. It is essential to identify response time and discretionary time in order to fulfill needs of the individual and the organization.

6. Organizational demands on the individual are modified by the process of isolation and insulation.

7. Effective use of organization time will occur to the extent that routine activities are delegated and change activities are retained.

8. Time spent in routine tasks of the organization will be lessened through the process of simplification.

9. Most effective completion of organizational tasks is dependent upon the process of control which allows the individual maximum flexibility and spontaneity.

10. Consolidation or separation allows the organization to establish priorities which differentiate between relative worth of tasks.

11. Dividing large projects into smaller manageable tasks will reduce the tendency to procrastinate.

12. Each individual must monitor the time demands of the organization in order to maintain effective utilization of his time.

APPENDICES

APPENDIX A

Self-Instructional Unit on Time Utilization

WEBBER'S TIME AWARENESS EXERCISE

Name _____ Date _____
Soc. Sec. No. _____

Test I: Time Metaphors

Which image of time do you prefer?

(1) A quiet, motionless ocean _____

(2) A galloping horseman _____

(3) A fleeing thief _____

(4) A bird in flight _____

Test II: Time Description

What two words best describe the idea of time for you?

sharp	active	empty	soothing	tense	sad	clear	cold	deep

Test III: Past Events

Without consulting any references or persons, when did the following events occur?

	Your date	*Actual	Your estimate is Correct	Over	Late
(1) Outbreak of the Korean War	_____	_____	_____	_____	_____
(2) Cuban Missile Crisis	_____	_____	_____	_____	_____
(3) Supreme Court decision on school segregation	_____	_____	_____	_____	_____
(4) Overthrow of Krushchev	_____	_____	_____	_____	_____
(5) Assassination of Martin Luther King	_____	_____	_____	_____	_____

*See page 35 for actual dates.

Test IV: Checking Your Watch

Try a sample experiment that may suggest how your perspective on time is translated into behavior. Check your wristwatch or bedside alarm clock for accuracy. The radio or telephone may be used to determine the exact time; compare this with your timepiece.

Your watch/clock time	_____
Actual time	_____
Your watch/clock is	_____fast;_____slow

Test V: Perceiving Time

We would like to suggest that for this test you find a quiet place where you would not be disturbed; it is important that you insure that you will not be interrupted. Remove all timepieces from your view and eliminate all reading matter or any work that you are in the process of performing. Eliminate any programs on television or radio that would give you some clue to the passage of time. When you have located yourself in this quiet place, note the time, and we suggest that you close your eyes. When you feel that 10 minutes has past, open your eyes and check your timepiece for the accuracy of your estimation. Webber suggests in the vernacular of the day, tune out, turn off, and drop out--for just a short time at least without pharmacological or artificial assistance.

Your estimate	_____ mins.	
Actual time	_____ mins.	____correct,____over,___under

WHAT THE TESTS MEAN

Webber notes that exercises such as the ones you have just completed have been given to many people particularly to explore the "need for achievement." He suggests that persons high in this need tend to share certain perspectives on time and gravitate toward achievement-oriented careers such as management and supervision.

Test I: The high achiever's orientation towards time directs him to choose swift, moving images for time like "a galloping horseman" or "fleeing thief" or "bird in flight" rather than "a quiet motionless ocean."

Test II: High achievers tend to describe time in terms such as clear, sharp, active, tense, fast, rather than empty, soothing, sad, cold or deep which are more likely to be picked by persons lower in achievement.

Test III: High achievers are more concerned about time's passage. They tend to recall the past events in Test III as nearer the present, or they underestimate the time that has passed. The actual dates are:

(1) Outbreak of Korean War, June 25, 1950.
(2) Cuban missile crisis, October 16-29, 1962.
(3) Supreme Court decision on school segregation, May 17, 1954.
(4) Overthrow Krushchev, October 1964.
(5) Assassination of Martin Luther King, April 5, 1968.

Test IV: High achievers often have watches that are fast.

Test V: When sitting alone in a room, as in Test V, high achievers seem to be either more accurate or to overestimate how much time has passed. Those lower in achievement tend to underestimate--perhaps because they are less active normally, less impatient, less concerned about lost time. Webber further states that other researchers indicate that those higher in achievement need tend to feel: (1) more annoyance when their watch is stopped or is not running properly, (2) more guilty if they sleep late in the morning, (3) certain that they are wasting or spending time uselessly, (4) anxious when they are not certain of the time.

APPENDIX B

Self-Instructional Module on Time Utilization

SCENARIO (1) RESPONSE SHEET

Name _____ Date _____
Soc. Sec. No. _____

Directions: As the instructional supervisor, how would you deal with this problem? Please list specific actions you would take. Note the time involved for each activity.

Proposed Action (List each specific step)	Estimated Time Required
Step I:	Step I:

This information will be used after Scenario (2).

APPENDIX C

Self-Instructional Module on Time Utilization

SCENARIO (2) RESPONSE SHEET

Name _____ Date _____
Soc. Sec. No. _____

Directions: How would you analyze the problem. List specific actions you would take and note the time involved for each activity.

Proposed Action (List each specific step)	Estimated Timed Required
Step I:	Step I:

Compare your proposed actions for the problem in Scenario (1) with those for the same problem in Scenario (2). The additional time constraints in Scenario (2) probably greatly influenced your choice of actions.

APPENDIX D

Self-Instructional Module on Time Utilization

SELF-ACCOUNTING OF TIME RESPONSE SHEET

Name _____ Date _____

Soc. Sec. No. _____

Time	Activity	Reactive Task	Proactive Task	Simplification	Isolation	Insulation	Consolidation	Concentration	Delegation	Priorities A, B, or C	Is this task a monkey? A task you have assumed that which in truth should be another resp.?
8:00-8:15											
8:15-8:30											
8:30-8:45											
8:45-9:00											
9:00-9:15											
9:15-9:30											
9:30-9:45											
9:45-10:00											
10:00-10:15											
10:15-10:30											
10:30-10:45											
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2:45-3:00											
3:00-3:15											
3:15-3:30											
3:30-3:45											
3:45-4:00											
4:00-4:15											
4:15-4:30											
4:30-4:45											
4:45-5:00											

Did you spend the major part of your time on proactive or reactive tasks?

APPENDIX E

Self-Instructional Module on Time Utilization

PRE-TEST

Name _____ Date _____
Soc. Sec. No. _____

Directions: Use these terms to label the following analytical categories for the management of time: concentration, consolidation, delegation, insulation, isolation, simplification, discretionary, response.

1. reducing motions and steps in a task to the minimum required for successful completion _____

2. arranging schedules to allow for large blocks of uninterrupted time _____ _____

3. refers to the practice of having another person in the organization scan and sort all kinds of incoming communications _____

4. involves physical separation from the organization to reduce interruptions _____

5. transferring the responsibility for a particular job task to another member of the organization _____

6. clarifying and defining job objectives as a basis for prioritizing tasks _____

7. refers to time spent in tasks initiated by others _____

8. refers to time spent on self-initiated tasks _____

Number correct _____

_____

Pre-test Answers

1. simplification
2. consolidation
3. insulation
4. isolation
5. delegation
6. concentration
7. response
8. discretionary

APPENDIX F

Self-Instructional Module on Time Utilization

WEBBER TIME EXERCISE I

Name _____ Date _____

Soc. Sec. No. _____

Directions: Now, use the principles of Webber's time management model to describe and justify the following schedule for your day:

Time segments	Job tasks	Principle
8:15-8:30	Return 3 phone calls (Items 1, 4, & 7)	1. _____
8:30-8:45		
8:45-9:00		
9:00-9:15	Staff meeting	2. _____
9:15-9:30		
9:30-9:45		
9:45-10:00		
10:00-10:15		
10:15-10:30		
10:30-10:45	Attend to routine responses (Items 3, 5, & 8)	3. _____
10:45-11:00		
11:00-11:15	MCP meeting	4. _____
11:15-11:30		
11:30-11:45		
11:45-12:00		
12:00-12:15		
12:15-12:30		

12:30-12:45	Ask secretary to hold calls;	5. _____
12:45-1:00	go to empty conference room;	6. _____
1:00-1:15	work on math skills hierarchy	7. _____
1:15-1:30		8. _____
1:30-1:45		
1:45-2:00		
2:00-2:15		
2:15-2:30	Coffee break	
2:30-2:45	Meeting to involve teachers in the materials in-service	9. _____
2:45-3:00	session	
3:00-3:15		
3:15-3:30		
3:30-3:45		
3:45-4:00		
4:00-4:15		
4:15-4:30	Meeting with other super-	10. _____
4:30-4:45	visors to plan January	11. _____
4:45-5:00	in-service program	

Number correct _____

Score your responses using the answers below.

Webber Time Exercise I Answers

1.	consolidation	7.	delegation
2.	isolation	8.	simplification
3.	consolidation	9.	consolidation
4.	delegation	10.	concentration
5.	insulation	11.	consolidation
6.	isolation		

APPENDIX G

Self-Instructional Module on Time Utilization

WEBBER TIME EXERCISE II

Name _____ Date _____

Soc. Sec. No. _____

You share a large office with six other supervisors. Being a goal-oriented and high achieving person, you are well aware of the fact that effective time management is an important factor in the satisfactory performance of your job. Therefore, you use several techniques in order to make the best possible use of the work day. Can you identify the method employed in each of the following situations? Use Webber's principles.

1. You want to spent some time working on your primary math assessment project. You are at a crucial point and feel the need to work for a couple of hours without interruption. You tell the secretary you will be in conference room C and would prefer not to be interrupted unless there is a real emergency. The secretary is to take telephone messages between the hours of 11:00 and 12:00 and you will return the calls.

Name 3 principles.

_____

_____

_____

2. You are responsible for a series of in-service meetings on various diagnostic instruments and know of several teachers who are presently using some of the tests. You plan to call on them to lead some of the meetings and demonstrate the use of the tests with which they are already familiar. The teachers have a workday next Wednesday. To avoid breaking up the teacher's work time, the meeting is scheduled for 3:00-4:00. This meeting time will also save a good block of time for your pet project.

_____

_____

3. You need to inform your teachers about a series of in-service meetings on March 2, 9, 16, and 23. You also wish to notify them that education plan updates should be completed by the 12th. The teachers of the self-contained units will be reminded that their special materials requisitions are due. All this information is put in one newsletter and sent to the secretary to be copied and mailed to the teachers.

_____

_____

4. You visited Mexico last year and have been asked to visit a first grade room and tell them about your experiences. You graciously decline. Otherwise, you will never get to the math assessment project.

_____

_____

Number correct _____

Score your responses using the answers below.

_____

Webber Time Exercise II Answers

1. a. Isolation
   b. Insulation
   c. Simplification

2. a. Delegation
   b. Consolidation

3. a. Consolidation
   b. Simplification

4. a. Concentration

APPENDIX H

Self-Instructional Module on Time Utilization

LAKEIN EXERCISE I

Name _____ Date _____
Soc. Sec. No. _____

Priority Directions: Prioritize the following in terms of the job description on page 18. Use A, B, or C categories to describe the relative value the task has for you.

( ) 1. PERT the remaining updates of Educational Plans with diagnostic workups needed.

( ) 2. Call Bowie School Principal regarding time for conflict resolution session with his teachers.

( ) 3. Catch up on maintenance reports.

( ) 4. Final edit of article you are writing for State Education Newsletters.

( ) 5. Call State Education Newsletter editor for appointment.

( ) 6. Call Sally regarding menu for next week's dinner party for principals.

( ) 7. See if TMR teachers got more yarn.

( ) 8. Follow up on parent conference results of Bowie Elementary students.

( ) 9. Confirm time for cheerleader tryouts at Bowie.

( ) 10. Get car washed.

( ) 11. Set appointment for Bowie Special Education teachers to meet with Service Librarian.

( ) 12. Take folders of transfer student to Wellsley School.

( ) 13. Draft volunteer proposal and guidelines.

( ) 14. Call district supervisor for volunteer lists.

Number correct _____

Score your responses using the answers below.

Lakein Exercise I Answers

1.	B	5.	A	9.	C	13.	A
2.	A	6.	B	10.	C	14.	B
3.	C	7.	C	11.	C		
4.	A	8.	B	12.	B		

APPENDIX I

Self-Instructional Module on Time Utilization

ONCKEN WASS EXERCISE RESPONSE SHEET

Name _____ Date _____

Soc. Sec. No. _____

Your monkeys (Briefly describe situation in which he caught each)	How would you avoid catching the monkey?

Use the "monkey formula" to discover the minimum amount of time you will spend with these problems.

ONCKEN WASS EXERCISE ANSWER SHEET

Your monkeys:	How would you avoid catching the monkey?
1. Memo requesting math games	1. By suggesting sources for Suzy to find the ideas for the math games
2. Agreeing to investigate scheduling problem	2. By identifying that it is not her responsibility
3. Agreeing to locate books	3. By suggesting that she go through the school office
4. Agreeing to develop behavior modification program	4. By suggesting texts on behavior modification

Monkey formula: 1/2 hour × 4 acquired problems = 2 hours (minimum)

APPENDIX J

Self-Instructional Module on Time Utilization

POST-TEST I

Name _____ Date _____
Soc. Sec. No. _____

Directions: Check yourself with the following post-test to be sure you understand the concepts developed. Use these terms to label the following analytical categories for the management of time: concentration, consolidation, delegation, insulation, simplification, discretionary, response.

1. Reducing motions and steps in a task to the minimum required for successful completion _____

2. Arranging schedules to allow for large blocks of uninterrupted time _____

3. Refers to the practice of having another person in the organization scan and sort all kinds of incoming communications _____

4. Involves physical separation from the organization to reduce interruptions _____

5. Transferring the responsibility for a particular job task to another member of the organization _____

6. Clarifying and defining job objectives as a basis for prioritizing tasks _____

7. Refers to time spent in tasks initiated by others _____

8. Refers to time spent on self-initiated tasks _____

Number correct _____

Score your responses using the answers below.

Post-test I Answers

1. simplification	5. delegation
2. consolidation	6. concentration
3. insulation	7. response
4. isolation	8. discretionary

Appendix K

RECOMMENDED READINGS

Drucker, Peter P., The Effective Executive, New York: Harper and Row, 1966.

Healey, James H., "Why Not a Paul Principle?," Business Horizons, Dec. 1973, pages 51-54.

Heywood, James D., "Manage Your Time by Managing Your Activities," Supervisory Management, Vol. 19, No. 5, pages 2-8.

Kelley, Al, "Making the Best Use of Your Time," International Management, July 1973, pages 28-29.

Lakein, Alan, How to Get Control of Your Time and Your Life, New York: The New American Library, Inc., 1974.

Levinson, Robert E., "The Executive Escape Hatch . . . Or How to Avoid Detail," Management Review, August 1973, pages 27-32.

MacKenzie, R. Alec, "How to Make the Most of Your Time," CPA Journal, Vol. 44, No. 5, May 1974, pages 69-73.

MacKenzie, R. Alec, "Toward a Personalized Time Management Strategy," Management Review, Vol. 64, No. 2, February 1974, pages 10-15.

Moder, Joseph J. and Cecil R. Phillips, Project Management with CPM and Pert, New York: Van Nostrand Reinhold Company, 1970.

Oncken, William, Jr. and Donald L. Wass, "Management Time: Who's Got the Monkey?," Harvard Business Review, Vol. 52, No. 6, December 1974, pages 75-80.

Rice, Paul L., "Making Minutes Count," Business Horizons, December 1973, pages 15-22.

Ruchti, William, "Take Time to Plan Time," Leadership in the Office, AMA, 63, pages 36-43.

Silverstein, Susan, "Manage Your Time Before Its Gone," Purchasing, January 23, 1973, pages 73-75.

Webber, Ross A., Time and Management, New York: Van Nostrand Reinhold Company, 1972.

Webster, Eric, "Need More Time? Here's Where to Find It.," Leadership on the Job, American Management Association, 1966, pages 245-248.

Wilkinson, Roderick, "Six Tips on Investing Your Time," Supervisory Management, Vol. 18, No. 9, September 1973, pages 30-33.

Appendix L

LIST OF INDEPENDENT STUDY MATERIAL

DEVELOPED BY THE SEST PROJECT

The Delphi Technique for Curriculum Planning
A-1 Setting Instructional Goals (Document #10a)

Designing a Concept Development Unit
A-2 Designing Instructional Units (Document #10b)

Designing a Study of Available Resources
B-3 Evaluating the Utilization of Learning Resources (Document #10c)

Developing Job Descriptions
C-1 Developing a Staffing Plan (Document #10e)

Material Selection
B-1 Evaluating and Selecting Learning Materials (Document #10d)

Preparing School News Releases for the Media
G-1 Informing the Public (Document #10i)

Selecting Personnel for a New School Program
C-2 Recruiting and Selecting Personnel (Document #10f)

Self-Instructional Module on Time Utilization
D-1 Revising Existing Structures (Document #10g)

OTHER RELATED PUBLICATIONS

A Directory of Competency-Guided Supervisory Training Materials for Independent Study (Document #9)

A Selected Bibliography for Professional Supervisory Comptencie (Document #8)